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THE SPIRIT OF GIVING AS DEVELOPED AT THANKSGIVING AND CHRISTMAS

The demands of good citizenship require that the school gradually develop in the child a growing social consciousness. The self-centered individual of the kindergarten and primary grades should become, as the school years pass by, more respectful and appreciative of the rights of others and more sympathetic and tolerant towards those of various temperaments and conditions of life.

To realize this development in the pupils there should be provided, in increasing amount throughout the years of school life, opportunity for the child to think less of himself as an individual and more of the community as a whole, of which he forms but a single unit. Conditions calling for unselfish social service on the part of the pupils should be consciously created by the school; service which has a co-operative and community interest. These opportunities should be given, (a) in the class room, (b) in the school community as a whole, (c) in the larger community outside the school. This means that the interest in social service on the part of the pupil should gradually expand throughout the school course. At first his social horizon is bounded by the walls of his individual class room, then there dawns a consciousness of duties and responsibilities to the school community. In the later years of the high school the wider relationships and responsibilities outside the school come into view.

The standpoint should gradually change from one of selfish interest in society for the sake of what it can contribute toward individual pleasures to a realization of the duties and responsibilities *to society* for the sake of greater pleasure and benefit to all.

Opportunity for social endeavor within the school community is provided in abundant measure by the needs and activities of class room and school. The need for contact with social activities and conditions outside the school is not so well recognized, nor so abundantly supplied. Christmas and Thanksgiving, however, present an unique opportunity for this larger social service, possibly a greater opportunity than at any other time of the school year, and one which schools as a rule have not used to the best advan-

tage. It is believed that by the methods we have used in this school our pupils have been helped to develop character along co-operative and unselfish lines. Our endeavor in handling questions of sharing and giving, such as arise at Christmas and Thanksgiving, has been to create a sympathetic and respectful attitude on the part of the pupils toward others in less fortunate circumstances.

The extent to which participation in such work can be carried on varies with the age of the pupils. It is evident that but little can be done in a direct way with children of the lower grades. As the child grows older, however, there should be opportunity, under wise guidance, for more intimate contact with some of the problems of relief. This is especially valuable during the more or less care-free years of the high school period. The emotional period of adolescence is a suitable time in which to develop a right attitude toward this work. The emotions are then more easily aroused, although the average high school pupil does not care to show his feelings. The spirit of helpfulness and sympathy, backed by proper planning on the part of the pupil, and a vigorous expenditure of muscular energy, will do much to fix healthy impressions which will last through future years. The endeavor has been to present situations needing such help as the pupils themselves can render. This arouses emotions, and an outlet for these emotions is provided through physical activities. Too frequently emotions of this natural sort are aroused without adequate thought to the proper expenditure of nervous and muscular energy. We must not lose sight of the fact that "the gift without the giver is bare."

Proper attention to questions of giving and sharing during the child's school years should result in developing the right attitude toward charitable work and an intelligent interest in movements for civic betterment. During the high school period what is done at Thanksgiving and Christmas should be coupled with systematic study of civics and economics. In this way responsibility for the conditions which make charity and philanthropy a necessity in our modern society is brought back to the individual and an interest in bettering conditions is aroused. This will do much to correct the popular attitude toward charity, which will be seen as a temporary necessity brought about by wrong modern conditions; an attempt to restore justice to those who have unfortunately suffered through transgression of laws, either through

acts of their own, or through the acts of society. An attempt should be made to show that ideal conditions would insure to every one a justice and equality which would not make necessary our present methods of relief.

Aside from developing the proper attitude toward charitable endeavor, both on the part of the individual and of society, the gain to the pupil in democratic ideals is a valuable factor. Truer standards for measurement of character are placed before him when he gains a glimpse, often through the tactful suggestion of teacher or charity worker, of sterling character in less fortunate individuals who are struggling bravely in the face of adverse conditions.

In the following pages are illustrated methods by which our school has tried to realize some of the possibilities above indicated.

The Spirit of Thanksgiving in the School

The spirit of Thanksgiving differs somewhat from that of Christmas. At Thanksgiving thoughts of relief of the more elemental needs, such as food and clothing, are uppermost. At Christmas, however, while these are present to some extent, they are overshadowed by the thought of providing joy and good cheer, mainly through less material means. Naturally Christmas is the time when the joyous spirit of childhood can with the greatest pleasure enter into such work. So it would seem at first glance that the contact with the material needs of the Thanksgiving season would be such as should not come within the experience of childhood. This need not be so. The younger children, of course, should not be overburdened with the problems of the poverty and distress of others, but there is much that can be done without actual contact with these conditions. With the class room teacher and settlement and charity worker as intermediaries, each class in the school becomes for the time being, a relief and aid society for the assistance of a small group of people, usually a family in which there are several children.

To secure the co-operation of the parents, a circular letter is sent to all the members of the Parents' Association to invite their assistance in the work.

The first step consists in securing information of a trustworthy nature concerning the family to be helped. This is usually furnished by reports, written or oral, from settlement and charity

workers.* In some instances, however, the teacher and a few pupils visit the homes in question, generally in company with a friend of the family, the charity worker, who is intimately and sympathetically acquainted with their problems. This closer contact brings in the personal element, which is desirable and has been found to be possible under proper direction in the upper grades of the high school. Very often it may be the first opportunity of a pleasure-loving, thoughtless girl of high school age, shielded and nurtured in pleasant and comfortable surroundings, to get a glimpse of "how the other half lives." Let it not be understood that any "case" which comes within the scope of the organized charity worker would be suitable for such a visit. Both the receiver of the gifts and the giver are considered. Thought should be given to avoiding conditions which would present harmful influences and to selecting those where present need is plainly apparent to the young investigator, and which offer opportunities for such endeavors as are within his power. A hint or word of explanation dropped by one who is familiar with the history of the conditions, will fall on fertile ground. It is needless to say that the boy or girl returns from such a visit in a much different frame of mind, less patronizing and more sympathetic and democratic in spirit.

From reports gathered from these sources the class has data for discussing the various needs of the family. With the aid of the class room teacher, such articles of food and clothing are obtained as will best serve these needs. Frequently, after class discussion, each pupil is delegated to provide for one individual. Thus he pictures to himself "Martha, aged 9" or "Johnnie, aged 6," and sets about to select a complete outfit of good serviceable garments for the coming winter. Often this will mean trips to other rooms in the school to see what is available, the school thus becoming a clearing house for these useful gifts. Serious and thoughtful discussions are often overheard regarding size, fitness

*Talks to the school by leaders in relief and philanthropic work have been a great help in showing the needs for relief and putting the minds of the children in the right attitude. The following talks have been given at various times:

"Some Phases of Relief Work in Chicago," by Mrs. Gertrude Howe Britton of Hull House.

"The Big Brother and Sister League," by Miss Vittum of the Northwestern Settlement.

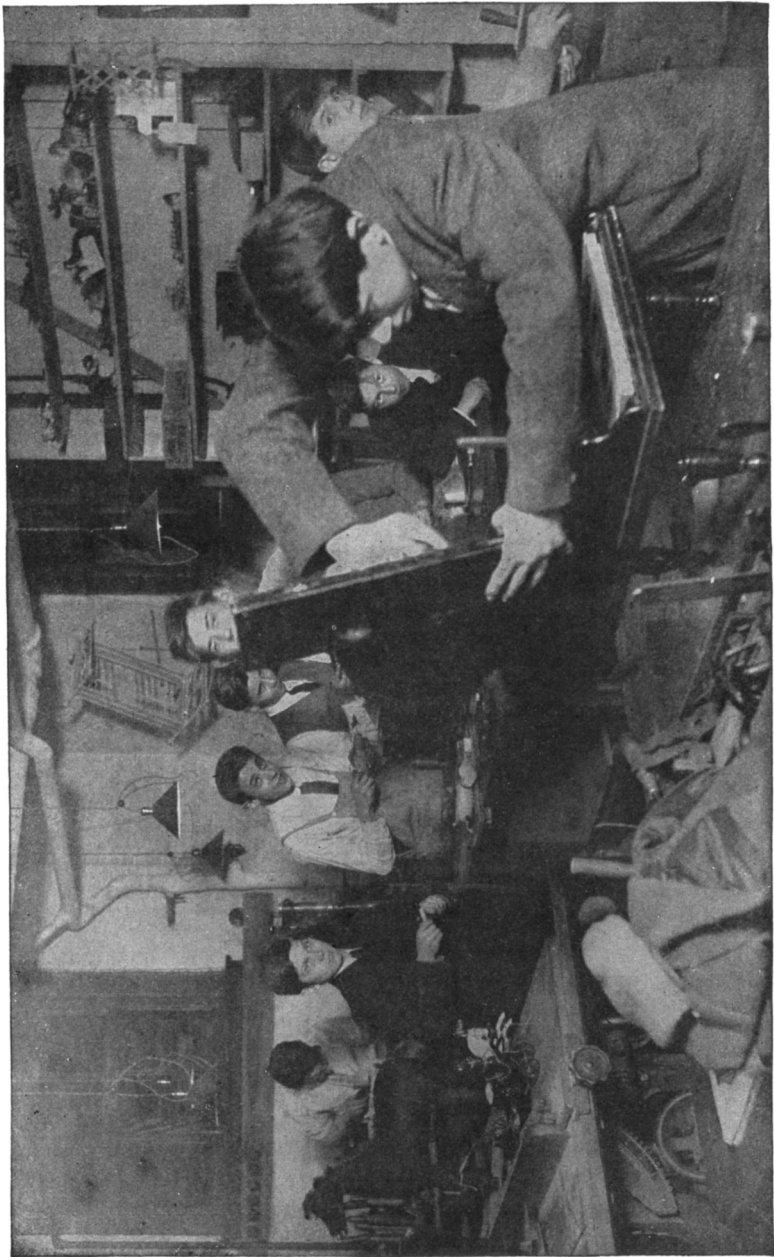
"The Story of the Immigrant," by Dr. Graham Taylor of Chicago Commons.

Such addresses do much to quicken the desire of all the children to be of social service.

and condition of garments. Contributions of money are devoted to many important needs, a part being used for the repair of shoes which have been brought in. Often a month's rent or a ton of coal is provided to tide over an emergency. In most cases a Thanksgiving dinner is sent. For the sick, special delicacies are included.

On the day before Thanksgiving all is activity. Hammers are busy nailing up boxes of provisions. Sheets of heavy wrapping paper and stout twine are in great demand, for by two o'clock all the packages, duly labeled, are to be ready in the lower hall for distribution. The value of this appeal to the physical activity of the child cannot be emphasized too strongly. The emotions aroused in the class room discussion would fail to register lasting impressions on the brain were it not for the abundant opportunity to handle and wrap up articles of food and clothing, tie bundles, nail up boxes, and fill barrels and baskets until they tax the strength of the young worker to lift them. Thus he is giving of himself in a most effective way. Compare the vivid impressions thus created with those called forth by the ordinary stereotyped appeal for donations to "give to the poor," an appeal which results merely in bringing articles of food and clothing from a plentifully supplied home. The value of this endeavor should be measured by the amount and quality of personal effort on the part of the pupil rather than by mere quantity of material things.

When the bundles are gathered together ready for distribution, there are volunteers to assist in loading wagons and other conveyances. Routes have been mapped out and directions carefully prepared so that no mistake may be made in locating "third floor rears" or basement tenements. Here again is opportunity for lessons in democracy and the proper spirit of giving. The guide or teacher can many times call attention to conditions from which the pupils who are assisting cannot fail to draw their own conclusions. This may be done by chance remarks without the slightest evidence of pointing a moral, but that the lesson "goes home" is shown in many ways; sometimes by the silent, thoughtful attitude of an otherwise thoughtless, talkative boy after a visit to some dark basement lodging, or by the remarks of admiration called forth by evidences of thrift and cleanliness. The patronizing attitude is, we believe, entirely overcome.



The School Shop and the Christmas Spirit

The following plan of utilizing the school shop has been used as a means of developing a broader spirit of Christmas among children, dealing with altruistic motives rather than the selfish and personal, and using co-operative rather than individual methods. The constructive interests have been used as a basis, and the play element recognized by introducing the favorite character of Christmas, Santa Claus.

In every household in which there are or have been children, there are countless toys, dolls, books and games in various stages of dissolution and disrepair. Many of these have outlived their usefulness in that particular household, but with the addition of a little spare time and ingenuity, together with a touch of color to brighten them up, they would still make most acceptable Christmas gifts to many a child in poorer circumstances. To utilize this repair work as a feature of our manual training a "Santa Claus Annex Shop" was established.

It was suggested to some of the children that such toys could well be repaired in the school. Notice was sent to the parents that the school would undertake to put into good condition such toys as could be furnished. These toys would then be given to settlements in more needy parts of the city for distribution.

The next step was to present the scheme to the pupils of the whole school in a "Morning Exercise." Upon reaching school one morning, the pupils were confronted with the following notices prominently displayed on posters in the main hall.

WANTED—WANTED—AT ONCE

Wanted at once good workers in the following trades:

25 Mechanics—Must have a good knowledge of auto repair work, aerial machines, boats, engines (both stationary and locomotive), clock-work motors, agricultural implements, wagon repairs, etc., etc., etc.

20 Painters—Good at retouching. Must have experience in mixing and judging colors and be able to handle brushes well.

20 Surgeons—(In hospital). Skill especially needed in grafting arms and legs and replacing new heads. Those with previous experience in either hospital or private practice preferred.

10 Veterinary Surgeons—A good knowledge of the anatomy of dogs, Teddy Bears, and horses is necessary.

10 Book Repair Men—Neat and careful workers, able to handle needle and paste brush well.

10 Repair Men for Game Department.

20 Wrappers and Packers—Wanted for packing and shipping department. Only neat workers need apply.

1 Foreman and 1 Inspector—Wanted in each of the following departments:

Mechanical
Painting
Hospital

Book Repair
Game Department
Wrapping and Packing

Application may be made in person or by letter. Steady work promised from now until December 20. **Good Hours. Good Wages.**

(Signed)

SANTA CLAUS.

P. S.—This is my busy season, and I have appointed Mr. Wahlstrom superintendent of my Annex Shop at the Francis W. Parker School. Particulars may be obtained from him or from any of the teachers in said school.

Applications should be in by December 1.

The following is a stenographic report of the morning exercise which came later in the day.

MORNING EXERCISE—Santa Claus Annex Shop

Tuesday, Nov. 29

Mr. Wahlstrom:

"How many people here believe in Santa Claus?"

(Almost every hand in the school raised—with a background of broad smiles).

Mr. Wahlstrom:

"Santa Claus is a pretty real person to us. As we get older I do not know what happens, but we are sometimes a little bit afraid to own our friendship or say we believe in him. As we get a little older still, we begin to know him by another name—sometimes it is 'The Christmas Spirit.'

"I think the other night I must have had a visit from Santa Claus. It was pretty late and most of you must have been sound asleep. He had a nice scheme and wanted to know if I would help him out. He said he was very busy, and that there were a lot of people whom he could not get around to see if he did not have a little help. You all expect a visit from Santa Claus Christmas morning—I know I do.

"This was his scheme—he wanted to know if we could not organize an Annex Shop and help fix up some things he could use at Christmas time to send around to some little folks not quite so fortunate as you are. You have already brought in a few things we can fix up, but we should like more.

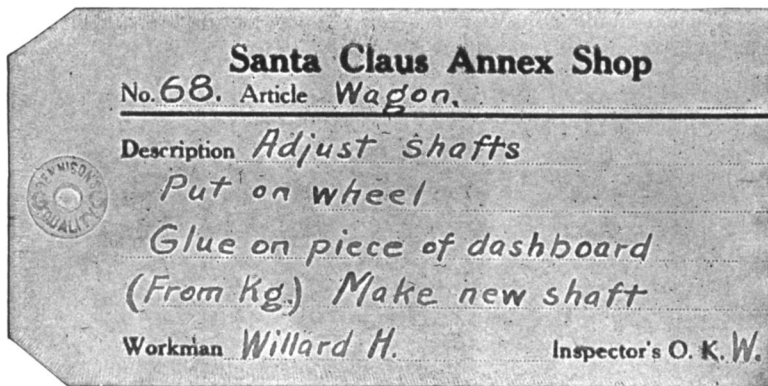
"You probably noticed the want ads in the hall this morning, asking for helpers in different lines of trade.

"I am sure there are plenty of veterinary surgeons in the school

who know all about the insides of the Teddy Bears, and doctors who know how to sew on dolls' heads. And there are lots of good painters in the school and all sorts of mechanical people who can take a toy and see what the trouble is and fix it up. We shall need help from everybody. Some of the high school boys and girls who have had metal work are expert with solder and they can solder pieces together for us when they are broken loose.

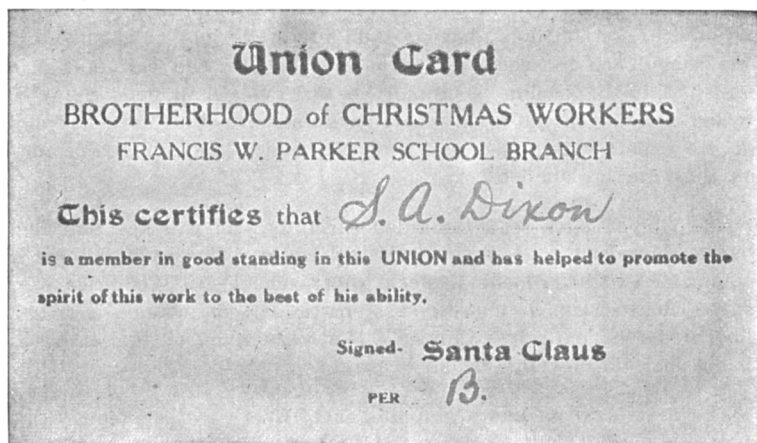
"Now, if you have read the rules carefully, you will see that Santa Claus has promised good wages and good hours. The regular hours are going to be two afternoons a week, after school—on Wednesdays and Fridays. Santa Claus is a pretty systematic sort of person—if he were not he would be entirely swamped. Here are some of the cards that he has asked the Seventh Grade to print.

"The first is to be like a shipping tag. Every toy is going to have a number, and this will be put on this card, with the name of the article to be repaired and the different things to be done to it.



"This will keep the inspectors and superintendent pretty busy. The directions are to be written pretty carefully, and we shall need good inspectors and good foremen. This ticket will be tied to the article and then it will be ready for someone to start to work with it.

"Santa Claus believes in unions. He has not yet succeeded in unionizing the whole world, but he hopes to. And he is going to have a union card for all the workers in the Annex Shop. It will read:



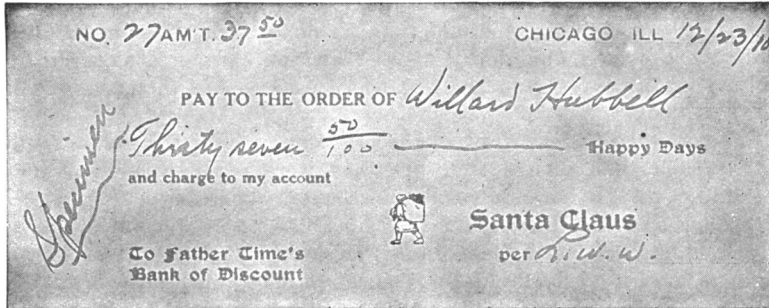
"Of course Santa Claus will not be able to sign all these in person, but he will expect the inspectors and foremen and the people in charge of this factory to sign for him.

"The next thing we must have in this factory will be a time card. Each person working in the factory will have one, whether he is a painter, a mechanic or a surgeon—no matter in what department he works—and the inspector will check off the time.

SANTA CLAUS ANNEX SHOP			
TIME CARD			
NAME <i>Ray Krosschell</i>			
DEPT. <i>Mechanical</i>			
DATE	TIME IN	TIME OUT	FOREM'S O.K.
12-8	3:20	4:50	<i>L.W.W.</i>
12-9	1:40	3:30	<i>L.W.W.</i>
12-10	9:10	12:20	<i>E.S.</i>
12-12	9:40	10:15	<i>E.S.</i>
12-12	3:10	5:10	<i>E.S.</i>
12-14	10:25	11:00	<i>L.W.W.</i>
<i>7:25</i>			

Be sure to have your Foreman check the time.

"We have noticed that he promises good wages and good hours. But Santa Claus does not have very much cash at this time of the year, and so he is going to pay by check. Here is a copy of his check:



"These can be cashed at any time at Father Time's Bank of Discount. Father Time will pay these checks without protest.

"Now, as to the rate of wages. Of course the workers in some departments will have more skill than others, but Santa Claus thought it would be well to make the rate of wages uniform. For every hour's work he is going to pay five happy days, and those happy days you can cash at any time when you need them. You can add them on to a long life, if you see fit. That is the best kind of pay; that is the kind of pay that Santa Claus himself takes out for his work, and he certainly is long lived and enjoys life and looks healthy whenever we see his picture. So I think the pay is very good.

"Now what we need is good workers, good inspectors, and good foremen. Here are some of the things on these tables that have been brought in, and I might show you the kind of work that will need to be done.

"This is a Teddy Bear who has lost his voice. I do not know whether he can be cured or not.

"Here is a book that must go to the Book Repair Department.

"Here is a pair of horses that seem to have run away. If we cannot find their wagon we will hitch them to something else.

"Here is a telephone out of order. I think that can be fixed up by the high school boys who are studying physics.

"Here is a hen who has run her legs off. We ought to do something for her.

"Here is a horse without a tail. We shall have to turn this over to the hospital.

"Here is a good boat that needs a mast and some sails, a bowsprit, and a new coat of paint.

"Here is a bank that does not work.

"Here is a piano without any legs—a grand piano at that. I think that might go to the music department later to be put in tune.

"There is another department that will be pretty busy later on. That is the Wrapping and Packing Department. We shall need a great

number of boxes for that. I wish every one in the school would look around at home and see what empty paper boxes he has that he can bring in and turn over to this department. Then we can get some pretty paper and fix these boxes up and make nice packages of them."

Miss Cooke:

"Last year the teachers had the privilege of seeing the things when they came in and then again when they were ready to be sent away, and it was as if a miracle had been wrought. There is one thing, however, that I should like to add. I should like to be appointed receiver of something else. It seems to me that every boy and girl in Chicago ought to have a good Christmas. There are many little girls in the city, I know, who do not have a single doll, and many little boys who never had a toy to play with. Some of you, I know, have a great many books, and a great many dolls, and a great many toys. It seems to me that we ought to add a Sharing Department to all these others, and I should like to be receiver. If any of you have a doll that you really care about, but would like to have some other little girl care about it, I should like to have you bring that in and mark it, 'A gift that I should like to share.' I should like to have these things brought to my office."

Each of the departments was presided over by a larger pupil or a teacher as a foreman and inspector. The many things to be done were classified. This plan furnished a wide range of processes in many varied materials and a splendid outlet for the ability and ingenuity of pupils from the first grade up to the eighth grade and high school. The processes varied in difficulty from mending card-board boxes, pasting labels, painting "scuffed" and battered toys, to soldering and tinsmithing, repairing clockwork locomotives and steam engines.

In addition to the regular time announced, pupils were allowed to give other spare time; and in some cases, when a class had finished the work planned in the regular shop period, the class time was devoted to the work.

When the first appeal was made for toys, attics and store-rooms were ransacked and the accumulations of years, possibly, brought in. It is possible that after a year or two the supply will diminish. Attention can then be turned to manufacturing new toys, such as dolls' beds, tables, chairs, games, etc., holding to the same factory basis and subdivision of work. The pupils appreciate the value of this method when the time is limited. Each pupil, instead of performing all the processes, would do the work he was best fitted to do. It would also be well to introduce labor saving devices, templates, etc., to increase the efficiency and speed of the workers.

In addition to the toys the numerous books and games furnished abundant field for activity. Some of them were in perfectly presentable condition, but by far the greater number were in need of attention, and some could be redeemed only by much careful work. The foremen and inspectors of the groups were usually high school pupils, but back of them, as general helper and advisor, were one or more members of the library force. These teachers demonstrated what could be done for books, and provided the materials to work with. As in the case of the toys, a ticket was filled out specifying the kind of repairing or cleaning demanded. The kinds of repairs which the pupils could do



were: removing the marks of soiled fingers from the covers and pages with powdered pumice stone; replacing loose leaves with Success Binder; putting a new piece of cloth on the back of a book and over the covers; mending torn pages with transparent gummed tissue paper; pasting down a fly-leaf to cover some unsightly writing on the inside of the covers; and sometimes even making an entirely new cover for a small book, fastening the pages into the covers with double-stitched Success Binder. Books in which the sewing was much loosened were cast aside as beyond the possibilities of our skill and allowance of time. Such books were utilized for scrap books. To save time and confusion the repair equipment was kept on a certain table together with a pile of books previously examined. Then if a child arrived

early in the morning, he could fill in his spare minutes with some repairing.

The work upon games is very much like that required on books, so that the two may well be in the hands of one department. The boxes containing the games must often be cleaned and mended. It must also be ascertained that all the parts of the game or puzzle are present.

With these arrangements, one year, six pupils and one teacher cleaned and repaired about seventy-five books and thirty games in the brief three weeks between the Thanksgiving and Holiday vacation. Probably about twenty hours were devoted to the work. All such repairing is simple and may readily be done by pupils from the sixth grade on through the high school, if they have been taught to use their hands.

This work does not appeal to the aesthetic sense, but rather to the interest of the child whose love of order is strong. The joy of making things clean and presentable must be sufficient to enable one to disregard the stickiness of the glue, the flying pumice stone, and tedious erasures. It has chanced that among the volunteers for this department there have been some of this description, and it was a joy to see them work.

A simple mending outfit consists of:

1 pint flexible glue.

1 brush for same.

$\frac{1}{2}$ lb. powdered pumice stone.

$\frac{1}{2}$ dozen rolls assorted colors and widths silk-finish cloth.

$\frac{1}{2}$ dozen rolls assorted widths double-stitched binder.

2 clamps for holding books which have been glued.

Some boards to place under the clamps to keep the sides of the book even.

Pieces of muslin or cheesecloth for applying the pumice stone to covers and pages.

Some Hardmuth and kneaded erasers.*

The repair of the dolls proved quite an art and enlisted the help of many of the high school girls and some of the teachers.

*The flexible glue, double-stitched binder, and silk finished cloth may be obtained from Gaylord Brothers, Syracuse, New York, who will gladly send any one desiring it their catalogues of library supplies, in one of which are directions for rebinding books.

If some Success Binder, adhesive parchment paper, or gummed onion-skin, and a box of powdered pumice stone were in every school room and the children made acquainted with their possibilities, and expected to keep their own books and those supplied by the school in good order, it would be a very efficient factor in cultivating a regard for property, one's own or that of the public, which is so commonly lacking to-day.

From the collection of severed arms and legs, and with the aid of glue pot, needle and elastic, many a doll which might have been thought well nigh incurable was restored to almost pristine freshness. Some of the older girls who had outgrown their dolls, brought in miniature wardrobes which, when freshly laundered by the children, were used in dressing the dolls.



Meanwhile pasteboard boxes of all sizes, shapes and kinds, in which the toys and dolls were to be packed, had been accumulating. These were carefully looked over and cleaned in the same manner as were the books, the children selecting their boxes and decorating, after their own fashion, with pictures, bits cut from wall papers, or bright colored papers. If the boxes were too unsightly to be made pretty by decoration, or needed reinforcing at the corners, they were completely re-covered—gilt, silver, bronze, gray, red, etc., as a child might choose. Children of the second, third and fourth grades worked in this department, and they filled some of their boxes with several pages of dolls and dresses cut from the *LADIES HOME JOURNAL* and *GOOD HOUSEKEEPING*, rolls of crêpe tissue paper of different colors, also bronze, gilt, and silver paper together with a tube of library paste, for dressing the paper dolls.

One of the classes had made a set of doll's beds. Making the mattresses and pillows, with the sheets and pillow cases, proved fascinating work of which the girls were duly proud, especially the mattresses which were stuffed and tufted in a truly workman-like manner.



As mentioned above, the shop time of a class is frequently devoted to this form of work. Thus, one year, the pupils of the first grade decided that instead of making a doll house to play with in school they would make it for the children of one of the hospitals. Instead of one large house of several rooms to stand on the floor, it was decided to make individual rooms—libraries, bed-rooms, kitchens, dining rooms, that every child might have one on his bed to play with. Each pupil chose the room he wished to make—sawing, planing and nailing the boards into oblong, shallow boxes of uniform size, with one side open. Windows were cut in the ends and moulding nailed on the outside for casings. One boy cleverly suggested adding two pieces of wood to the bottom of the house which would support the weight so that it might not rest on the invalid. These supports were put on with hinges and could be folded under when building together to make one house. Furniture was made of wood. White enamel was chosen as the most sanitary paint for both houses and furniture. The sixth grade made the wall paper, curtains and bedding, and the second grade made small rugs in appropriate colors.

Another year a Noah's Ark and many games of dominoes were made. The Ark was built in the manual training room and looked as near like the original as first grade children could make it. The animals, two of every kind, were painted on paper, cut out and nailed by the feet to small pieces of wood which supported them. Noah and his family were produced in the same manner. The dominoes were cut out of double faced cardboard, red and white, with the correct number of dots marked on each one with soft lead pencil. A box and cover of red cardboard was made to hold each set.

The second grade scrapbook party was the outgrowth of a parents' meeting at which the mothers asked for some definite part in the Christmas work. It was decided that they should make at home simple, durable cloth books of various shapes and sizes. The cloth was double for each page and twelve pages constituted a book. All the children of the school were asked to contribute pictures. On the appointed day the mothers and children spent a social hour together in the grade room arranging and pasting the pictures in the books, which made attractive gifts for the Crippled Children's Hospital. Before going home the children served simple refreshments which they had prepared.

In preparing for the Christmas work, as mentioned above, a Morning Exercise is devoted each year to developing the proper spirit of giving and sharing among the children. One year this consisted of a very effective reading of Tolstoi's excellent story "Where Love is There is God Also."*

The next day the Morning Exercise on the Christmas Toy Shop was given as reported stenographically on a previous page. As mentioned in that exercise, an appeal was made also to the children to bring in some of their real treasures, which they still cherished, the intention being to see what response would be made to an appeal which would involve the element of real sacrifice, namely, the giving away of some toy which was still dear to the

*In order to gain the assistance of the home in our work along this line the following letter was, last year, sent to the home.
"To Patrons and Friends of the Francis W. Parker School:

"The school is this year making a greater effort than ever before to impress upon the children the beauty of the Christmas spirit. The children have heard Tolstoi's story, 'Where Love is, There God is Also,' and throughout the month we hope to keep before them the essential meaning of the Christmas season—that it is a time of kindly feeling towards one's fellows. We should be glad if not one child saw any of its unlovely features—hurry, worry, ostentation, perfunctory giving. We wish them to feel that a gift is nothing, unless genuine affection prompts it; nothing, unless into it the giver has put a part of himself. His own work is, of course, the best, but at least careful, thoughtful selection is indispensable. This means that a child should be allowed to give very few gifts.

"We believe that you will agree with us that Christmas 'lists,' by means of which the parents meet large responsibilities for him in a business-like way, have no rightful place in the child's growing years, if we are to preserve the true spirit of Christmas giving. We are very anxious to have no Christmas gifts given in the school which are in any way forced or suggested, and the school collections for presents often have this result. We ask you to coöperate with us in having the children understand that if they have not the time or inclination to give in the right way Christmas gifts in the school, what they really can give of themselves in helpful influence, in service, is even more appreciated and often represents more genuine giving.

"We hope that it will be understood that we want to help and encourage in every possible way the **true spirit of giving**, but we want to remove those artificial incentives to universal exchange of Christmas gifts which mar this season of goodfellowship and place upon children the premature burdens of adult responsibility. Let us keep our children simple and natural and genuine, and, protect them as long as possible from the sophistication which certainly has no place in their Christmas festival."

young heart. The response was very gratifying, in fact it was so generous that it might be suspected that baser motives than those of unselfish sacrifice prompted the response. That this was not the case, however, and that the motives were genuine was evidenced many times and frequently corroborated by the home. For instance when a little girl came hugging to her bosom two dolls which bore traces of much loving care, and handed them over with the remark that "they just *had* to go to the same mother," it was evident that she was parting with one of her most beloved treasures. There is no question that the simple story of the shoemaker in Tolstoi's tale was bearing fruit.

The value of the Santa Claus Toy Shop was manifested in many ways. Aside from the thought of *working for others* which was at the bottom of the scheme, the feeling of goodfellowship which pervaded the work was most noticeable. The kindly and sympathetic interest of the older boys, who filled the rôle of inspectors and foremen, in the struggles of the younger people in some difficult piece of repair work, helped to unite the school. High school boys "renewed their youth" and also discovered some interesting applications of their recent physics experiments while investigating the "innards" of some mechanical toy. The children of primary grades were busy with paste pot and shears, and it would be hard indeed to recognize in the gay and festive results of their labors the commonplace cardboard boxes which had been brought in for the packing of the finished product.

Although there was a spirit of play in the work it was interesting to note the seriousness with which the pupils entered into it. The lengthening column of figures on the time card was eagerly watched, and the pay check at the end was as highly prized as though it represented actual cash. Of no small value was the insight into industrial organization and subdivision of labor, which was appreciated by even the youngest worker. And underneath it all was the joyous spirit of Christmas, the knowledge that the work was a labor of love, in order that some one less fortunate might have his share of Christmas joy.